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ABSTRACT

In conjunction with Navajo Community College, an instructional program was designed to provide job and basic skills training to members of the Navajo tribe in Arizona. The Human Services Training and Development Program was conducted at three field sites on the reservation with approximately 30 students at each site. The curriculum was organized into four phases during a one-year period and stressed written and verbal communication, basic computation, human relations, and Navajo cultural education. Phase One provided an orientation to the program's goals and included intensive classroom instruction in basic skills. Phase Two continued the classroom activities but also provided the students with an opportunity for field experience with community agencies providing human services (e.g., teaching, social work, and health services). Phase Three stressed personal and community problem-solving and utilized guest lecturers from the community as well as classroom instruction. Phase Four continued the field experiences and also provided special seminars in such topics as consumer advocacy and Navajo culture. Students were regularly evaluated according to a set of objectives and, in turn, provided evaluation of the program's effectiveness. Staffing requirements are examined in the project report and an outline of the instructional curriculum and related materials are appended. (DB)

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A MODEL FOR STUDENT DEVELOPMENT IN A SATELLITE CAMPUS SETTING

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In this paper a model for Student Development in a "Satellite Campus" setting will be presented. It is based on the Navajo Community College, CETA, Human Services Training and Development Program, which was operative from June of '77, to January of '79, and contains pertinent references to current literature of Student Personnel Work.

Background is provided by a discussion of recent trends in Student Personnel Work, the rationale for the model program and a profile of the "client".

The Instructional program is described in some detail, followed by a brief description of staff activities and requirements. Finally, the goal setting and evaluation processes are examined.

BACKGROUND

Since WW II the field of Student Personnel Work has been in a state of transition. An early trend was toward the "Student Personnel Point of View", which assumed that: a) students were individuals, therefore individual differences may be expected; b) the student should be treated as a whole person; and c) all educational activities start from the developmental stage where the student is, and not the stage where the institution would prefer the student to be. (Jones, p. 2, 1978).

A second trend involved the terminology change from "Student Personnel" to "Student Development". The latter denotes the application of human development concepts in order that the student may achieve self-direction and become self-sufficient. (Williamson & Biggs, p. 76). Moreover, the term implies that the entire institutional setting, as opposed to specific service agencies, is responsible for bringing about the behavioral development of the student. The Tomorrow's Higher Education Project attempts to define this trend as the personal development of: a) cultural awareness; b) value systems; and c) community responsibility. The most recent trend in this transition period is to move Student Personnel Work into the academic arena. (Jones, p. 3, 1978).

From June, 1977, to October, 1978, I worked as a

"Field Site Coordinator" in Tuba City, Arizona, for the Navajo Community College, CETA, Human Services Training and Development Program. *

During this year and a half a program evolved which embodied the trends in Student Personnel Work noted above, in an "extension" setting on the Navajo Reservation.

This Human Services Training and Development Program consisted of three "field sites": Fort Defiance, Tuba City and Pinon, Arizona; with approximately 30 students in each site. The instruction and training took place entirely in the student's community, with the exception of field experiences.

This program was linked to the Navajo Community College through the Associate Dean of Continuing Education and followed college policy and guidelines. Students received college credit through Navajo Community College for appropriate courses and could enter that institution at any time. It was linked through a sub-contract with the Navajo Tribe Division of Labor, through the Office of the Executive Director. The Division of Labor in each "field site" was to refer individuals to our program who were interested in the human services field, but did not have adequate skills, training, et cetera. A pre-requesite was that they had a high school diploma or G.E.D. Further, students had to be unemployed for six months or more to qualify for the program and a stipend of approximately eighty dollars weekly.

* Human Services on the Reservation would include careers in education, in teaching (teacher aide), social work, health services, food and nutrition, alcohol and drug counselling, recreation and career counselling.

RATIONALE

On the Navajo Reservation, unemployment/underemployment rates are 60 percent, while educational attainment is well below the national average with a median level of six years. (Office of Higher Education, Navajo Tribe, Window Rock, Arizona, 1977). The Navajo people are attempting to alleviate these problems by working for economic growth and, hence, greater independence by providing training which would enable Navajos to enter employment on a professional level with a good chance for upward mobility. A training and development program set in the community, where the jobs are, would prove beneficial in this regard.

STUDENT PROFILE (TUBA CITY)

At the Tuba City Field Site the mean student age was 25, with a range of 18 to 42. Most of the students were in their mid-twenties. A majority of students were also female. They came from totally divergent backgrounds, ranging from the strictly "traditional" who had never been off the Reservation and whose clan has lived for hundreds of years in the area, to the "city" Indian who has grown up in urban environments while on "placement". This diversity necessitated individualization in meeting both instructional and counselling needs.

Skill shortages existed in several general educational

areas, most notably communications (verbal and written) and computation. Several students had used these skills only sparingly, if at all, since leaving high school. In addition, most of our candidates did not have an understanding of the helping professions or of systems of service. It was generally true that their "orientation" type education in the past left them unable to move beyond an entry-level position or unable to advance on-the-job. It also restricted their vision in terms of seeking the educational resources they need to better their situation and thereby develop career plans and goals.

INSTRUCTIONAL PROGRAM

The instructional program was designed to integrate developmental strategies with "core" curriculum content. As advocated by John Dewey and others, the instruction was to focus upon the acquisition of life-centered and life-long competencies. (The locus of education is at the point where the individual transacts with the environment.) Thus, from relevant experiences the student is able to derive greater understanding and appreciation for life. (Raines, p. 10).

The "core" curriculum, which in part focuses on the mastery of basic skills and in part on "self-discovery", was designed to encourage the student in dynamic encounters with his environment so that essential knowledge, skills and

values might emerge to equip him to deal competantly with life and find deeper meaning in his existance.

The Human Services Training and Development Program was to provide background in basic skills (including reading, verbal and written and computational), human relations, community skills, specialized Human Services topics and Navajo cultural perspectives. This background was to be developed through a variety of methods, including career education, experience in work settings, individual tutoral and classroom training in field and community sites. (See Appendix A). The program was divided into four phases which would spread over a year.

Phase One was intended to provide an orientation to the goals of the program as well as to emphasize the development and refinement of basic skills. The orientational component would introduce the student to Human Relations training with an emphasis on self-assessment strategies. Areas of consentration would be: a) values identification; b) sensitivity to one's emotions; c) identification of prominent strengths and abilities; d) creativity; e) recognition of the need for risk-taking; f) goal setting in terms of short-term objectives. (Figler, p. 36). Guest speakers from various agencies in the community were also invited to present descriptions of their agency's functions and their personal duties.

In Phase Two, further classroom instruction was to be provided in communications (and math if needed). At this

point the student was exposed to supervised learning in a work setting. The students chose a "job" they wished to explore in the community and, in cooperation with the instructor and job supervisor, devised a "learning contract" which specified the training objectives as well as the schedule of activities. (See Appendix's B & C). The "learning contract" is an agreement between the trainee, the instructor and the supervisor, and is monitored by regular evaluative discussions between the involved parties. Every trainee participated in two work/study "practicums", which formed part of their resume materials and hopefully led to permanent employemnt. There was also a course in Community Skills in which the student was helped to describe the community through ethnographic investigation. It was hoped this would aid the student in putting his practicum experiences into perspective. In the Communication course during this phase the student developed a personal data bank and resume.

Phase Three provided intensive classroom experience, emphasizing personal and community problem-solving. Human Relations II dealt with interpersonal relationships and elementary counselling techniques. Community Skills II examined community issues and needs and how they could be addressed. The Communications course emphasized the organization and expression of ideas and was credited through Navajo Community College. Navajo Studies, which had given perspective to the earlier phases of the program, examined the values and needs

of the Navajo from a historical and traditional point of view. Within this course the students received instruction in serving traditional, non-English speaking Navajos in a culturally sensitive manner. Further, they were exposed to ways in which cultural values and systems can be applied to meet "Human Services" needs.

The Clerical Skills Training, which was initiated in Phase Two, continued with an emphasis on office systems and organization.

Phase Four was a transitional period in which the student went back to "work" under another "learning contract". Also, seminars in special topics such as consumer advocacy were scheduled during this period. It was hoped that if the student had not already found employemnt by this time he could be placed or move into further education at either Navajo Community College or another institution of higher education.

The trainees also had the opportunity to participate in field trips. One trip was classified as a "cultural" field trip. The students went to the Havaisupai Reservation where they were provided with a comparison of values, social organizations and problem areas. Another planned trip was to Phoenix so that agencies and professions could be visited and urban resources explored. This type of trip could also provide groundwork for discussion of urbanization, which is becoming apparent on the Reservation.

Activities included recreation and common meals. At

least once a week the staff and students got together for a basketball game or some similar form of recreation. A few times a week the staff and students would have lunch together at the classroom. On holidays the entire group would go to a student's home for a pot-luck dinner. We exchanged gifts at Christmas. By design, the members of the program constituted a closely-knit group.

The program was meant to be flexible in meeting the needs of diverse groups of students and their communities. The duration and content of the phases could be manipulated in order to accomplish this.

STAFF

Extension type programs in higher educaiton have traditionally suffered from a lack of resources. They maintain no libraries, to speak of, carry few, if any, full-time faculty and employ no full-time counsellors. (Andrews, p. 54). In the case of the Human Services Training and Development Program these problems were difficult to overcome, due to the remoteness of the "satellite" campus and funding considerations. The staff had to be able to function as generalists, fulfilling administrational, instructional and counselling functions. (See Appendix C).

An adequate staff, formed with budget limitations in mind would consist of the following:

FIELD SITE COORDINATOR -- Full-time. Responsibilities

include: a) field site administration; b) instruction, with some expertise in at least two "core" curriculum areas, i.e., communications, community skills; c) counselling, including "crisis related" as well as "career related"; d) academic advisement.

COMMUNITY DEVELOPMENT COORDINATOR -- Full-time. Responsibilities include: a) some overflow administrational duties; b) instruction, with some expertise in at least two "core" curriculum areas, i.e., human relations and community skills; c) counselling, with knowledge of community needs and services emphasized; d) academic advisement.

INTERN -- Drawn from the ranks of previously trained students. Responsibilities include: a) instruction in Navajo Studies component; b) class "facilitator" in other courses; c) receives practical training in administration of field site.

ADJUNCTS -- Hired in the community. Responsibilities include: a) instruction in Special Topics and other courses which lack an instructor.*

Most of the misfortunes of the Navajo Tribe were perpetrated by the white man. When Navajo children were literally kidnapped from their families and placed in BIA boarding schools the perpitrators were Anglos. This strict and sometimes cruel "education" was carried out by Anglos. To say that there is a certain distrust of Anglos in an educational setting by Navajos, even today, is certainly no exaggeration. Thus, the ideal staff for this program would be primarily Indian. However,

* Tuba City is an "agency" town and houses Public Health services and BIA facilities. Qualified instructors are not hard to find, as professionals working in these organizations and their spouses are well educated and have spare time.

there are not many Navajos qualified in Higher Education on the Reservation. The next best alternative is to create some sort of balance between Indian and Anglo, as well as between male and female, on each field site staff.

In-service training for staff was accomplished, perhaps inadequately, through the sharing of knowledge and experience with one's peers. Weekly meetings were held informally among the entire staff over lunch.

The staff also sat in on each other's courses and participated when appropriate. Further, there was no barrier between staff and students, they were equal partners in learning, and supported each other mutually.

In this environment, as previously mentioned, staff members had to be generalists. Their instructional duties could take place within their area of specialization, but overall they would need skills and knowledge bridging several disciplines. Perhaps the most important attributes were flexibility and openness.

EVALUATION, ACCOUNTABILITY AND GOAL SETTING

The Human Services Training and Development program was evaluated by the Navajo Tribe's and State of Arizona's Divisions of Labor. The criteria for evaluation were: a) number of students entering employment; and b) the number of students continuing their educations. Obviously, these were also goals of the program. Further, a state representative randomly in-

terviewed students at the various field sites in order to gain their impressions concerning the program.

Student evaluation was based on his performance in each class, as well as his ability to meet the following goals as judged by the staff of the field site:

1. The Students will be able to speak, listen and write and read competently and in an organized and critical manner.

2. The Students will be able to communicate effectively with individuals in the different aspects of their lives.

3. The Students will be able to carry out computations necessary to producers and consumers in society.

4. The Students will be able to use systematic, critical, and creative processes, drawing from knowledge of appropriate disciplines, to identify problems, analyze alternative solutions, and make decisions.

5. The Students, based on their knowledge of themselves, will develop capability for self-direction.

6. The Students will know the major aspects of the biological, psychological and social natures of man.

7. The Students will be able to do what is necessary to develop and maintain their physical and mental health.

8. The Students will analyze and assess their personal values and their life goals in order to integrate these with their decision-making.

9. The Students will investigate career choices that are compatible with their abilities, interests, and opportunities.

10. The Students will set educational objectives in view of their tentative or definite career choices and non-career pursuits.

11. The Students will be aware of their responsibility for continued learning throughout their lives.

12. The Students will know the characteristics of effective interpersonal relationships and will assess their interpersonal skills.

13. The Students will apply principles of interpersonal skills in order to make their own human relationships, especially in the family or another primary group, more mutually satisfying.

14. The Students will analyze how groups function, within and apart from organizational structures, and will assess their own skills in working with groups.

15. The Students will be sensitive to the effects of technology upon the individual, society and the natural environment.
(Lukenbill, Jeffery D. and McCabe, Robert H., pp. 35-37).

If the student had not met the requirements of Phases One and Two, he received a "Basic Certificate of Achievement". If he met the requirements of all four phases he received a "Regular Certificate of Achievement". Upon completion of each "practicum" the student received a written evaluation and a letter of recommendation from his supervisor. Upon completion of the program, he received a letter of recommendation from the Coordinator, as well as the certificate. These items could be added to his resume to form an "employability packet".

The students were asked to evaluate their courses and instructors following each phase of the instructional program so that changes could be implemented when necessary. Because the program evolved rapidly these comments, coupled with the more extensive information gained through close personal contact with students and other community members, were essential in providing direction for the program.

Further, student opinions concerning the value of the program were solicited at the conclusion of the second and fourth phases. These opinions were most useful as documented justifications for our program's monitors.

CONCLUSION

The Human Services Training and Development Program was an attempt to integrate community needs, human needs and formal education for the overall purpose of student development. It was designed as an evolutionary project in that the staff had the freedom to respond to community and student needs as they became apparent. The circumstances effecting the program were: a) community setting; b) poverty; c) deficiencies in basic skills; and d) lack of personal direction.

The instructional program emphasized the acquisition of basic skills and experiential "hands on" learning. Further, personal growth and values clarification were stressed.

Because of lack of finances and resources, isolation from the main campus and scarcity of qualified staff in the communities involved, it was mandatory that the full-time staff be able to function as generalists. They were required to "learn by doing", just as the students, in order to meet the administrational, instructional and counselling requirements of the position.

APPENDIX "A"

INSTRUCTIONAL PROGRAM

	ORIENTATION AND BASIC SKILLS INSTRUCTION				
PHASE I	COMMUNICATIONS (reading, writing, verbal)	HUMAN RELATIONS (self-discovery, career prep.)	COMMUNITY SKILLS (guest speakers and description)	MATH	NAVAJO STUDIES (language I)
	GENERAL ED				
PHASE II	COMMUNICATIONS (ENG 100-101 plus development of resume)	COMMUNITY SKILLS I (mapping, investigation and ethnographic study)	PRACTICUM I (contract learning in a work setting)	NAVAJO STUDIES ELECTIVE (history and culture)	CLERICAL SKILLS ELECTIVE (typing)
	INTERMEDIATE				
PHASE III	COMMUNICATIONS (ENG 101-102)	HUMAN RELATIONS II (problem solving and career identification)	COMMUNITY SKILLS II (problems and solutions)	NAVAJO STUDIES (language II, history and culture)	CLERICAL SKILLS (office procedure
	TRANSITIONAL				
PHASE IV	PRACTICUM II (contract learning with specification of goals)		SPECIAL TOPICS (i.e. consumer affairs, legal principles)	ENTER EMPLOYMENT AT ANY TIME	

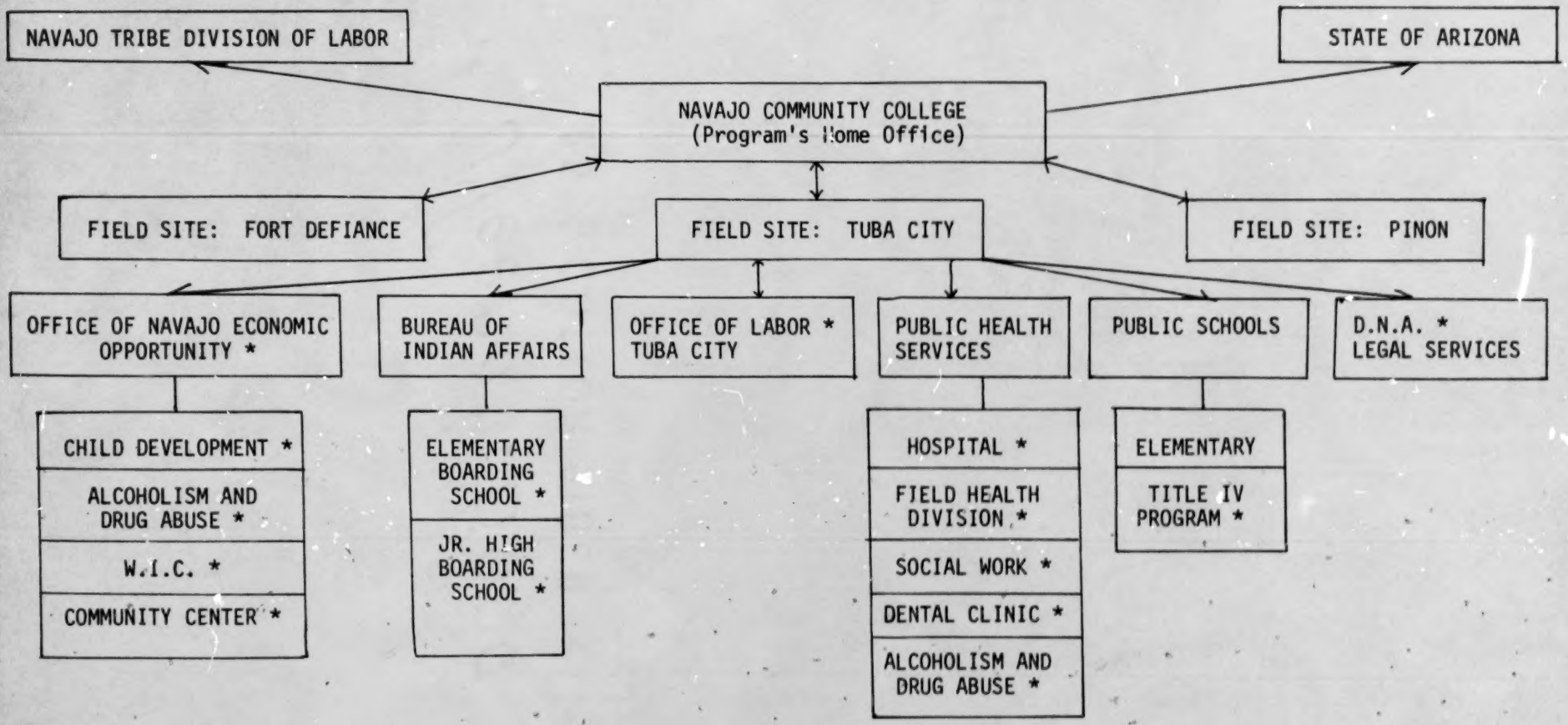
EXIT

CONTINUE IN HIGHER EDUCATION

PLACEMENT IN EMPLOYMENT

APPENDIX "B"

AREAS OF SERVICE INTERRELATIONSHIP



* Community agencies with which Contract Learning was conducted and which provided "guest" speakers.

NCC-CETA HUMAN SERVICES

LEARNING CONTRACT

SAMPLE LEARNING CONTRACT

trainee _____ date April 26, 1978

advisor _____ learning segment:
from 4-26 to 5-

CAREER OBJECTIVES: to work in the field of social service

PLACEMENT OBJECTIVES:

1) to understand the duties of a worker in health related social services: home management, housekeeping and information and referral.

2) to learn the principles of home management in order to assess the needs of a client in that area, as well as to be able to explain those principles adequately to a client.

3) to perform housekeeping services for clients, such as hauling water, chopping wood, or providing transportation to grocery stores.

4) to learn about other social services available to clients so as to be able to refer them when necessary; to learn to provide information about those services in the Navajo language.

5) to learn to prepare the necessary reports on home visits.

METHODS:

1) Hazel will work with Elizabeth Yazzie, Bi-State social worker, Tuesdays, Wednesdays and Thursdays from 8am to 5pm.

2) Hazel will accompany Elizabeth Yazzie on home visits, where she will observe and perform services in home management, housekeeping duties, and information and referral.

3) Hazel will spend 2 hours weekly assisting the social worker in preparing reports on services provided clients.

EVALUATION:

1) Keep a journal, or daily log of activities performed.

2) In an oral interview with advisor, be able to explain basic principles of home management.

3) In the presence of the resource person, conduct an information and referral interview with a client, in the Navajo language.

4) Hazel will independently prepare several reports on home visits, and compare her reports with those prepared by Elizabeth Yazzie on the same visit.

(signed) trainee _____

resource person _____

APPENDIX "C"

STAFFING

NAVAJO COMMUNITY COLLEGE	DIRECTOR NCC-CETA HUMAN SERVICES TRAINING AND DEVELOPMENT PROGRAM
FIELD SITE	FIELD SITE COORDINATOR Full-time
	COMMUNITY DEVELOPMENT COORDINATOR Full-time
	INTERN Full-time
	ADJUNCTS (2 or 3) Parttime

The Intern position is filled by a student from the previous year of the program.

Adjuncts are hired from within the community.